



Grade 2

Social Studies

Item Specifications

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards. They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large-scale assessment. For each expectation, the item format

specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition to the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grade 2 Social Studies Priority Standards

Knowledge of the Use of Tools and Social Science Inquiry

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.A.a |
|--|--|---|
| Theme | Identify, select, analyze, and evaluate resources to create a product of social science inquiry | |
| Strand | Knowledge of the use of tools and social science inquiry | |
| MLS | Describe and analyze primary and secondary social studies sources in classroom discussion with guidance and support. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to name and identify primary and secondary social studies sources with guidance and support. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist |
| The student will be able to differentiate between primary and secondary social studies sources with guidance and support. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary:<ul style="list-style-type: none">Primary sources: firsthand, original documents and eyewitness accounts (photographs/prints, sound and video recordings, maps of different regions, oral histories, excerpts from diaries or journals, and short quotes, etc.)Secondary sources: secondhand documents, constructed by historians that have used primary sources, interpretation of events that are not eyewitness accounts (newspapers, textbooks, biographies, encyclopedias, articles, etc.)Provide examples of both primary and secondary sources and have the students differentiate between the two and tell what makes sources primary or secondaryExplain what the characteristics of a primary and a secondary source areExamining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills (from the Library of Congress). | | <ul style="list-style-type: none">What is a ____ source? Give an example of a ____ source.Is ____ a primary or secondary source? How do you know?Given several examples of sources from ____, sort them into the primary and secondary categories.What might you learn from looking at ____ source?Looking at these primary and secondary sources, what might you learn about ____?Looking at these primary and secondary sources, what do you notice about the ____?Looking at these primary and secondary sources, what do you think is the most interesting part of the ____?Looking at these primary and secondary sources, what questions do you have about the ____? |
| <u>Stimulus Materials</u> | | |
| Examples of primary sources, examples of secondary sources, examples of social studies resources mentioned above, digital media, texts | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.A.b |
|---|--|---|
| Theme | Identify, select, analyze, and evaluate resources to create a product of social science inquiry | |
| Strand | Knowledge of the use of tools and social science inquiry | |
| MLS | Select and use artifacts to share information on social studies topics. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to identify and use artifacts to give information on social studies topics through a presentation. The artifacts (something created by humans usually for practical purpose) can include, but are not limited to, building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none"> Review vocabulary: artifacts (something created by humans usually for a practical purpose) Conduct presentation on teacher-selected artifacts Match photographs of artifacts with cultural heritage Identify and explain the use of the different artifacts | | <ul style="list-style-type: none"> What is an artifact? Give an example. Describe _____. How might this be important to _____. After looking at _____, what story does it tell? Looking at artifacts from several different social studies topics, sort them into the correct topics. What might you learn from looking at _____ artifact(s)? Looking at these artifacts, what might you learn about _____? What do you notice about the _____? What do you think is the most interesting part of the _____? What questions do you have about the _____? How did creating _____ help people? After looking at _____, what can you learn about _____? What information would you share about _____ to your class? Why might someone create _____? |
| <u>Stimulus Materials</u> | | |
| Photographs, artifacts, digital media, informational texts | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.B.a |
|--|--|---|
| Theme Strand MLS | Use visual tools to communicate information and ideas Knowledge of the use of tools of social science inquiry Use visual tools and informational texts to communicate information. | |
| <u>Expectation Unwrapped</u> The student will be able to use visual tools to express information acquired. Visual tools can include, but are not limited to, photographs, anchor charts, digital media, digital presentations, maps, timelines, diagrams, charts, graphics, primary sources, and texts. The student will be able to use informational texts to express information acquired. | | <u>DOK Ceiling – 3</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Have students present information using a variety of presentation tools (digital media, posters, timelines, graphs, diagrams etc.) | | <u>Sample Stems</u> <ul style="list-style-type: none">How could you communicate information through:<ul style="list-style-type: none">Photographs/drawings?Digital media/presentations?Maps?Timelines?Diagrams?Text?Why are visual tools important?How would you show ____ by using a ____?Which visual tool would be the BEST for you to use to represent ____?Why is ____ the best tool to show ____?[Given information on a social studies topic], what would be the best visual tool to communicate the information?What tool would you create to show ____? |
| <u>Stimulus Materials</u> Informational texts, visual tools, photographs/illustrations, timelines, artifacts, graphs, diagrams, teacher-created rubrics, prompting anchor charts, maps | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.C.a |
|--|---|--|
| Theme Strand MLS | Understanding and supporting fact, opinion, bias and point of view in sources Knowledge of the use of tools of social science inquiry Explain the difference between fact and opinion in social studies topics. | |
| <u>Expectation Unwrapped</u> The student will have an understanding of what a fact and an opinion are and be able to differentiate between the two. The student will be able to take information from social studies topics and classify them as a fact or an opinion. This could include, but is not limited to, economics, Native Americans, geography, history, and government. | | <u>DOK Ceiling – 2</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: fact (something that actually exists or occurs), opinion (a belief, judgment, or way of thinking about something)• Use a class created graphic organizer to differentiate information from social studies topics as facts and opinions• Use symbols to show the facts and opinions in social studies topics (fact/opinion popsicle sticks, thumbs up/down, showdown) | | <u>Sample Stems</u> <ul style="list-style-type: none">• What is the meaning of fact/opinion?• In the ____ written by ____, the author states, _____. Is that a fact or opinion? Explain your reasoning.• Which of the following is a fact/opinion? Explain your reasoning.• Sort the following statements from ____ into facts and opinions. |
| <u>Stimulus Materials</u> Informational texts, digital media, anchor charts, graphic organizers, primary/secondary sources, fact/opinion sticks | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.C.b |
|--|---|--|
| Theme Strand MLS | Understanding and supporting fact, opinion, bias and point of view in sources Knowledge of the use of tools of social science inquiry Explain the concept of point of view in social studies topics. | |
| <u>Expectation Unwrapped</u> The student will be able to identify and tell the person's perspective from the social studies topic he or she is learning about. This could include, but is not limited to, economics, Native Americans, geography, history, and government. | | <u>DOK Ceiling – 2</u> <u>Item Format</u> Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Review vocabulary: point of view (the position from which something or someone is observed) • Practice identifying the point of view of given social studies topics • Compare/contrast different points of view of different social studies topics. • Hold a mock debate with opposing perspectives of given social studies topics | | <u>Sample Stems</u> <ul style="list-style-type: none"> • Does point of view mean? • How is point of view different in social studies? • What is the point of view of ____? • How is ____ point of view the same/different from ____ point of view? • How would you support ____ point of view? • What details can cite that will support the perspective of ____? • Which of the following is the point of view of ____? |
| <u>Stimulus Materials</u> Informational texts, primary/secondary sources, digital media, compare/contrast, literature | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.D.a |
|--|--|---|
| Theme Strand MLS | Conducting and presenting research with appropriate resources Knowledge of the use of tools of social science inquiry Share findings about a social studies topic. | |
| <u>Expectation Unwrapped</u> The student will be able to share research acquired about a social studies topic he or she is learning about. This could include, but is not limited to, economics, Native Americans, geography, history, and government. | | <u>DOK Ceiling – 3</u> <u>Item Format</u> Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Have students present research using a variety of presentation tools (digital media, posters, timelines, graphs, diagrams, etc.) | | <u>Sample Stems</u> <ul style="list-style-type: none">What information can you gather to include in your presentation about ____?What research would include in your presentation about ____?What visual tools could you include in your presentation?How would you like to present your information about ____?What resources will you use for information about ____?Did you find a site that was most helpful?What questions are you looking for the answers about ____? |
| <u>Stimulus Materials</u> Informational texts, digital media, photographs, teacher-created rubrics | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.E.a |
|---|--|---|
| Theme | Developing a research plan and identifying resources | |
| Strand | Knowledge of the use of tools of social science inquiry | |
| MLS | Develop supporting questions about social studies topics, with assistance. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to use previously acquired knowledge on asking questions to create questions about social studies topics, with assistance. The question stems could include, but are not limited to, who, what, where, when, why, and how. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Use a classroom created KWLH (Know, Want to Learn, How Will We Learn, Learned) chart • Conduct cooperative learning activities • Create exit slips • Use note taking • Use “I think, I see, I wonder” writing • Identify and summarize major points from lesson and create questions to support the social studies topics | | <ul style="list-style-type: none"> • Using the question matrix, what question would you ask about ____? • Turn to your partner and ask a question about ____. • What question could you ask that would help clarify your understanding of ____? • Use the RACE strategy to answer the question ____. • What is ____ about? • How do we know ____? • What is the most important idea or part of ____? |
| <u>Stimulus Materials</u> | | |
| Informational texts, anchor charts, exit slips, graphic organizers, digital media, photographs, question stems | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.E.b |
|--|---|--|
| Theme | Developing a research plan and identifying resources | |
| Strand | Knowledge of the use of tools of social science inquiry | |
| MLS | Describe a process to answer those questions. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to use previously acquired knowledge on asking questions to create a process to answer those questions. The question stems could include, but are not limited to, who, what, where, when, why, and how. | | <u>Item Format</u> Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What information do you need to answer ____?• As you answer the question, remember to restate the question in your answer and cite your evidence that supports the answer.• Using your stimulus, what details can you use to answer the question ____?• What steps should you follow to answer the question ____? |
| <u>Stimulus Materials</u> Informational texts, anchor charts, exit slips, graphic organizers, digital media, photographs, question stems | | |

| Grade 2 Social Studies: Priority Standard | | 2.TS.7.E.c |
|--|---|--|
| Theme | Developing a research plan and identifying resources | |
| Strand | Knowledge of the use of tools of social science inquiry | |
| MLS | Discuss types of sources that would be helpful in exploring social studies questions. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to talk about types of sources (primary and secondary) that would be helpful in exploring social studies questions. | | <u>Item Format</u> Short Answer, Writing Prompt/Oral presentation, Oral assessment, Observation checklist, Informal assessment |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary:<ul style="list-style-type: none">Primary sources: firsthand, original documents and eyewitness accounts (photographs/prints, sound and video recordings, maps of different regions, oral histories, excerpts from diaries or journals, short quotes, etc.)Secondary sources: secondhand documents constructed by historians that have used primary sources, interpretation of events that are not eyewitness accounts, (newspapers, textbooks, articles, etc.)Explore social studies topics throughout the year and discuss available sources for exploring the content. | | <ul style="list-style-type: none">What are examples of primary/secondary sources?What source would be the best to use to answer the question ____?____ is an example of what type of source?Using your source, what details can you use to answer the question ____?What sources would be helpful for you to answer the question ____? |
| <u>Stimulus Materials</u> | | |
| Informational texts, primary/secondary sources, digital media, artifacts, guest speakers, sentence stems, graphic organizers | | |

Grade 2 Social Studies History Content Standards

Knowledge of the Principles Expressed in Documents Shaping Constitutional Democracy in the United States

| Grade 2 Social Studies: Content Standard | | 2.PC.1.B.a |
|--|--|---|
| Theme Strand MLS | Purposes and principles of the Constitution | |
| | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| | Explain and give examples of how laws and rules are made and changed within a community. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will explain how a community makes and changes rules and laws. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| The student will give examples of how a community makes and changes rules and laws. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, to the following: <ul style="list-style-type: none">Identify communities in which students are a partIdentify leaders of their communityDiscuss processes that citizens go through to make changes to rules and laws in their communitiesDiscuss how citizens impact change, promoting the common goodIdentify a problem within their communityGive examples of a new rule or law as a solution | | <ul style="list-style-type: none">What are laws?How are laws [made/changed] in our community?How would you sequence the process of making new laws?How could citizens make changes to laws in their community?Name a problem in our community, give an example of a new law that would solve the problem. |
| <u>Stimulus Materials</u> | | |
| Cause/effect diagrams, before/after photographs, sequence maps, digital media, guest speakers, mock voting, mentor texts, discussion/debate, photographs, graphic organizers, drawings | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.C.a |
|--|--|--|
| Theme Strand MLS | Purposes and principles of the Bill of Rights | |
| | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| | Examine how individual rights are protected within a community. | |
| <u>Expectation Unwrapped</u> The student will examine how individual rights are protected within a community. | | <u>DOK Ceiling – 3</u> |
| | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review the Bill of RightsMatch individual rights and laws that protect those rightsIdentify individuals or groups that protect individual rightsCreate a classroom Bill of RightsDiscuss cause/effect relationships that include the protection of individual rights | | <u>Sample Stems</u> <ul style="list-style-type: none">What is the Bill of Right?What are individual rights?Match the rights to the law that protects those rights.What is the [cause/effect] of your right to ____?What is the relationship between individual rights and rights of the community? |
| <u>Stimulus Materials</u> Digital media, texts, guest speakers, drawings, primary sources, graphic organizers, cause/effect diagrams | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.D.a |
|--|--|--|
| Theme | Role of citizens and governments in carrying out constitutional principles | |
| Strand | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| MLS | Analyze how being an active and informed citizen makes a difference in your community. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will analyze how being an active and informed citizen makes a difference in a community. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| The student will be able to identify common character traits of an active and informed citizen. This could include, but is not limited to, gathering information from informational texts and interpreting photographs/digital media. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review examples of active and informed citizens in your communityParticipate in service learning activities (e.g., community service, making blankets, can food drive)Participate and discuss mock voting/majority rulesDiscuss responsibilities of citizensConduct class projects to show process of improving/benefitting community and voting for or against the projectDiscuss pros/cons of actively participating in their communitiesRead informational texts about active/informed citizens in their own community | | <ul style="list-style-type: none">What does it mean to be a good citizen?How would an active and informed citizen make a difference with ____ in our community?What steps should a citizen do to become informed about ____?What are the qualities of a good citizen? |
| <u>Stimulus Materials</u> | | |
| Guest speakers, informational texts, before/after photographs, digital media, mock voting | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.D.b |
|--|--|--|
| Theme | Role of citizens and governments in carrying out constitutional principles | |
| Strand | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| MLS | List the consequences of citizens not actively participating in their communities. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to list the consequences of citizens not actively participating in their communities. This could include, but is not limited to, the impact of being an inactive participant in your community, such as nonparticipation in voting, town hall meetings, jury duty, eminent domain, etc. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Discuss and list consequences of not actively participating in their communities• Discuss the pros/cons of not actively participating in their communities• Discuss cause/effect of not actively participating in their communities | | <ul style="list-style-type: none">• What is the meaning of consequences?• Make a list of the consequences of citizens who did not actively participate in their community.• Why is it important to actively participate in their communities?• What lessons does the story, “The Little Red Hen,” make about being a good citizen in a community? |
| <u>Stimulus Materials</u> | | |
| Cause/effect diagrams, anchor charts, role play, discussions, guest speakers, primary/secondary sources, mock town hall meetings | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.E.a |
|--|--|---|
| Theme Strand MLS | Character traits and civic attitudes of significant individuals | |
| | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| | Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. | |
| | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to describe the character traits and civic attitudes (concerned with the well-being of the community) of inventors or pioneers in their field who influenced progress in the nation. Inventors and pioneers can include, but are not limited to, Martin Luther King Jr, Abraham Lincoln, Benjamin Franklin, George Washington, Eli Whitney, Rosa Parks, Sacajawea, Susan B. Anthony, Amelia Earhart, Albert Einstein, Helen Keller, Marie Curie, and the Wright brothers. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| The students will investigate inventors or pioneers and categorize characteristic traits that helped them to influence progress in the nation. | | |
| The students will understand that the people have the power to influence and create progress within our nation. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Research above examples to find positive contributions to the nation• Assign student presentations on the examples above• Compare common character traits/civic attitudes of inventors and pioneers• Match character traits with inventors and pioneers• Read and discuss women inventors books• Create a character traits anchor chart | | <ul style="list-style-type: none">• How was ____ a strong influence on our nation?• Describe the character traits ____ had to make them an influential person in our nation’s history.• What evidence supports ____ influenced progress in the nation?• Compare and contrast the character traits of the following inventors and pioneers. |
| <u>Stimulus Materials</u> | | |
| Digital media, graphic organizers, informational texts, anchor charts | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.F.a |
|--|--|---|
| Theme Strand MLS | Knowledge of the symbols of our state and nation | |
| | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| | Describe the importance of the Pledge of Allegiance. | |
| <u>Expectation Unwrapped</u> The student will be able to describe the importance of the Pledge of Allegiance. | | <u>DOK Ceiling – 3</u> |
| | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: Pledge, allegiance, republic, United States of America, nation, indivisible, liberty, and justice• Analyze the wording of the Pledge of Allegiance• Investigate who wrote the Pledge of Allegiance and discuss the original audience• Discuss why we still say the Pledge of Allegiance today• Demonstrate appropriate behavior while saying the Pledge of Allegiance | | <u>Sample Stems</u> <ul style="list-style-type: none">• What does it mean to make a pledge?• What does ____ mean?• Why is the Pledge of Allegiance important to our country?• Describe the correct behavior while saying the pledge. |
| <u>Stimulus Materials</u> Pledge of Allegiance, informational texts, role plays, discussions, digital media, visual aids, vocabulary graphic organizers, cloze paragraph | | |

| Grade 2 Social Studies: Content Standard | | 2.PC.1.F.b |
|--|---|--|
| Theme | Knowledge of the symbols of our state and nation | |
| Strand | Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | |
| MLS | Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| <p>The student will be able to recognize and explain the significance of national symbols, including national landmarks, parks, and important memorials.</p> <p>The student will be able to summarize why these symbols are important to our nation. When given pictures, students will be able to match the symbol with the name and explain how it came to be a U.S. symbol. National symbols may include, but are not limited to, the Lincoln Memorial, Mount Rushmore, the White House, Yellowstone National Park, the Washington Monument, the Great Seal of the United States, the Seal of the President of the United States, the Alamo, and the Supreme Court.</p> | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Research the above examples and draw conclusions as to why they are important to our nation • Assign student presentations on the examples above • Match U.S. symbols with names | | <ul style="list-style-type: none"> • Explain why ____ is significant to our nation. • Match the symbols to the name and description. • Summarize why ____ is significant to our nation. |
| <u>Stimulus Materials</u> | | |
| Digital media, informational texts, graphic organizers, visual aids, artifacts, guest speakers, maps, virtual field trips | | |

Knowledge of Principles and Processes of Governance Systems

| Grade 2 Social Studies: Content Standard | | 2.GS.2.C.a |
|---|--|--|
| Theme Strand MLS | Processes of governmental systems in decision making | |
| | Knowledge of principles and processes of governance systems | |
| | Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making. | |
| | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral assessment, Observation checklist |
| The student will be able to identify the government official at each level (mayor, governor, president) and their responsibilities and powers. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• Which of the following would not be a responsibility of ____?• Match the responsibilities and powers with officials.• What government official has ____ responsibilities and powers?• When would ____ have the power to ____?• How are the responsibilities different between ____ and ____? |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Compare the different responsibilities and powers of officials• Match responsibilities and powers with officials• Discuss cause/effect of decisions made by government officials | | |
| <u>Stimulus Materials</u> | | |
| Anchor charts, graphic organizers, digital media, informational texts, guest speakers | | |

| Grade 2 Social Studies: Content Standard | | 2.GS.2.D.a |
|--|---|---|
| Theme | Functions of governmental systems | |
| Strand | Knowledge of principles and processes of governance systems | |
| MLS | Identify and explain the concept of branches and functions of government. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to identify the branches (legislative, judicial, executive) of government. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| The student will be able to explain the concept (reasons why we have the three branches) and functions (duties and responsibilities) of the branches of government. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What are the branches of government?• What is the function of the ____ branch?• Why are there three branches of government?• How are the responsibilities and duties different for the three branches? |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Research each branch of government• Create a diagram of the three branches of government and their functions (duties and responsibilities)• Match functions with the three branches of government• Relate to Constitution Day Activities | | |
| <u>Stimulus Materials</u> | | |
| Role-play scenarios, informational texts, digital media, anchor charts, primary/secondary sources, cooperative learning activities | | |

Knowledge of Continuity and Change in the History of Missouri and the United States

| Grade 2 Social Studies: Content Standard | | 2.H.3.A.a |
|--|---|---|
| Theme | Understand the movement of people from many regions of the world to North America | |
| Strand | Knowledge of continuity and change in the history of Missouri and the United States | |
| MLS | Compare the culture and people in our community across multiple time periods. | |
| <u>Expectation Unwrapped</u> The student will be able to compare culture (way of life) and people in our community across multiple time periods. | | <u>DOK Ceiling – 4</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Compare themselves with a past generation of choice (including, but not limited to, transportation, diet, clothing, homes, way of life, jobs, language, entertainment, communication, religion, technology) • Create a timeline of the community from when it was founded to the present (including, but not limited to, transportation, diet, clothing, homes, way of life, jobs, language, communication, religion, technology, entertainment, nationality of immigrants in the community) • Interview people who have been in the community from different generations • Discuss why people move to the community • Discuss time periods (decade, century) | | <u>Sample Stems</u> <ul style="list-style-type: none"> • Compare and contrast your way of life today with ____. • How are ____ different now than they were in the past? • Explain how ____ has changed from past generations. • What conclusions can you draw about ____ and past generations? • How have the changes in ____ affect our lives today? • Using a timeline, how would you sequence the changes in ____? • Based on the information ____ this ____ most likely represents which of the following ____ generation? |
| <u>Stimulus Materials</u> Guest speakers, compare/contrast, timeline, informational texts, digital media, primary/secondary sources, field trip, photographs, artifacts, sequencing maps | | |

| Grade 2 Social Studies: Content Standard | | 2.H.3.B.a |
|---|---|---|
| Theme | Historical perspective / Thinking / Passage of time | |
| Strand | Knowledge of continuity and change in the history of Missouri and the United States | |
| MLS | Compare and contrast the changing habitats, resources, art and daily lives of Native American people in regions of the U.S. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to identify the habitats, resources, art, and daily lives of Native American people in any of the six main regions of the United States (Northeast Woodlands, Southeast Woodlands, Southwest, Plains, Northwest Coast, California Intermountain). | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| The student will be able to compare and contrast the changing habitats, resources, art, and daily lives of Native American people in regions of the United States. | | |
| The student will be able to compare and contrast the lives of Native Americans today with their past culture. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• Name the main regions of the United States and how are they different from each other?• What are the characteristics of the Native American people from the ____ region?• Compare and contrast the lives of the ____ and the ____ regional Native American groups.• How would you describe the [habitats, resources, art, daily lives] of ____?• Compare and contrast the past and present lives of the Native American people.• How are ____ similar/different from ____? |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: habitat, resources, regions• Investigate the six main Native American regions of the United States (including, but not limited to, habitats, resources, art, and daily life of those Native American people from past to present)• Compare and contrast the Plains Native American region with another Native American regions• Discuss the past and present culture of Native Americans | | |
| <u>Stimulus Materials</u> | | |
| Digital media, cooperative learning, virtual field trips, graphic organizers, informational texts, Native American organizations, guest speakers, graphic organizers, artifacts, past/present photographs, maps, anchor charts (studies weekly, school videos) | | |

| Grade 2 Social Studies: Content Standard | | 2.H.3.C.a |
|---|---|---|
| Theme | Knowledge of the contributions of significant persons in U.S. history | |
| Strand | Knowledge of continuity and change in the history of Missouri and the United States | |
| MLS | Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. | |
| <u>Expectation Unwrapped</u> The student will be able to describe the contributions of inventors or pioneers in their field who influenced progress in our nation. Inventors and pioneers can include, but are not limited to, Benjamin Franklin, Eli Whitney, Rosa Parks, Sacajawea, Susan B. Anthony, Amelia Earhart, Albert Einstein, Helen Keller, Marie Curie, the Wright brothers, Charles Drew, Henry Ford, Alexander Graham Bell, and Thomas Edison. This could include identifying and drawing conclusions about significant contributions they made to society. The students will understand that the people have the power to influence and create progress within our nation. | | <u>DOK Ceiling – 3</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Research any of the examples above to find positive contributions to our nation• Assign student presentations on the examples above• Match contributions with inventors and pioneers | | <u>Sample Stems</u> <ul style="list-style-type: none">• What can you infer about ____ from the information in ____?• Why is it important to learn about ____?• How did ____ make a difference in our lives?• Match the contributions of the historical figures with the inventor or pioneer.• What conclusions can you draw about ____ and their contribution to our nation?• What evidence can you find that show that ____ contribution was important to our nation? |
| <u>Stimulus Materials</u> Oral histories (guest speakers), digital media, timelines, informational text, graphic organizers, photographs of inventors/pioneers and their contributions, sound and video recordings, excerpts from diaries and journals, short quotes | | |

Knowledge of Economic Concepts and Principles

| Grade 2 Social Studies: Content Standard | | 2.E.4.A.a |
|--|--|---|
| Theme Strand MLS | Knowledge of basic economic concepts | |
| | Knowledge of economic concepts and principles | |
| | Describe consumption and production and the relationship to goods and services within your region. | |
| <u>Expectation Unwrapped</u> The student will be able to describe consumption (the use of goods and services by consumers, businesses, or governments) and production (activity of combining resources to make goods and services). The student will be able to describe the relationship of how goods and services are produced and consumed within your region of Missouri. | | <u>DOK Ceiling – 3</u> |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Investigate goods and services within your regionDiscuss how people consume the goods and services within your region | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Stimulus Materials</u> Anchor charts, guest speakers, maps, informational texts, digital media, print media, virtual field trips | | <u>Sample Stems</u> <ul style="list-style-type: none">Describe an example of consumption.Describe an example of production.What is the relationship between how goods and services are produced and consumed?How do producers and consumers depend on each other?Why are producers and consumers important to you?Name goods and services in our region of Missouri. |

| Grade 2 Social Studies: Content Standard | | 2.E.4.A.b |
|---|--|--|
| Theme | Knowledge of basic economic concepts | |
| Strand | Knowledge of economic concepts and principles | |
| MLS | Demonstrate how people use money to buy and sell goods and services. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to show and explain how people use money to buy and sell goods and services. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: Goods: something you can use or consume Services: something that someone does for you.• Conduct a classroom economy simulation (buying and selling)• Conduct a classroom store simulation• Review and discuss needs and wants• Discuss the relevance of goods and services (e.g., buying a desired object, having someone repair your tablet and paying them) | | <ul style="list-style-type: none">• Name and describe an example of a good.• Name and describe an example of a service.• Explain how people use money to buy and sell ____.• How would you classify ____? |
| <u>Stimulus Materials</u> | | |
| Manipulatives (play money, play goods, etc.), guest speakers (financial experts), texts, and cooperative learning activities, role-play scenarios, classroom checking account (withdraws, deposits, balance, etc.) | | |

| Grade 2 Social Studies: Content Standard | | 2.E.4.A.c |
|---|---|--|
| Theme | Knowledge of basic economic concepts | |
| Strand | Knowledge of economic concepts and principles | |
| MLS | Demonstrate how people barter to exchange goods and services. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to show and explain how people barter (a system of exchange by which goods or services are directly exchanged for other goods or services without using a medium of exchange, such as money) to exchange goods and services. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What does it mean to barter?• Give an example of a time when bartering could be used.• Why was bartering so important in history?• Describe a time that you used bartering? |
| <u>Stimulus Materials</u> | | |
| Informational texts, digital media, graphic organizers, role play | | |

| Grade 2 Social Studies: Content Standard | | 2.E.4.A.d |
|--|---|---|
| Theme | Knowledge of basic economic concepts | |
| Strand | Knowledge of economic concepts and principles | |
| MLS | Explain the relationship of income, labor, and wages. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to explain the meaning of income (an earned financial gain over a period of time), labor (the work a person does to earn income), and wages (payment of money earned hourly or daily). | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| The student will be able to explain how income, labor, and wages are interrelated. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What is ____?• How are [income, labor, wages] alike/different?• What would be the effect on ____ if ____happened?• Explain the relationship between income, labor and wages.• Draw a picture which illustrates the relationship between income, labor and wages. Be ready to explain your picture to a friend and your teacher. |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: Income, labor, wages, and earned• Discuss income, labor, and wages and how they are interrelated• Construct a story to show how income, labor, and wages are interrelated (could include a sequence map)• Conduct “I have, who has” cooperative learning activities | | |
| <u>Stimulus Materials</u> | | |
| Informational texts, role play/scenarios, cooperative learning activities, social stories, sequence maps, graphic organizers | | |

| Grade 2 Social Studies: Content Standard | | 2.E.4.B.a |
|--|--|---|
| Theme | Understanding the consequences of economic decisions | |
| Strand | Knowledge of economic concepts and principles | |
| MLS | Describe a personal cost-benefit situation. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will understand cost-benefit situations (value of choice and what you gave up to have it). The student will be able to create and describe his or her own personal cost-benefit situation. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral assessment, Observation checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• Give an example of a time when you had a cost-benefit situation.• In this situation, what is the cost and benefit?• Describe a time when your own cost-benefit situation. |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Review vocabulary: opportunity cost• Discuss cost-benefit situations (teacher gives example and then students share)• Role-play cost-benefit situations• Create and describe their own personal cost-benefit situation | | |
| <u>Stimulus Materials</u> | | |
| Anchor charts, graphic organizers, informational texts, role play/scenarios | | |

Knowledge of Major Elements of Geographical Study and Analysis and their Relationship to Changes in Society and the Environment

| Grade 2 Social Studies: Content Standard | | 2.EG.5.A.a |
|---|---|--|
| Theme | Reading and constructing maps | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Read and construct maps with title and key. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to read (interpret, locate) and construct (make, build, create, label) maps with a title and key. This could include, but is not limited to, school maps, community maps, state maps, country maps, and world maps. The types of maps could include, but are not limited to, geographical maps, agricultural maps, physical maps, or weather maps. | | <u>Item Format</u> Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none"> Review vocabulary: map key (legend), compass rose, cardinal directions With assistance, working toward independence, read maps Discuss importance of map title and key (legend) Model a map of school, including a title, map key (legend), compass rose, and cardinal directions Students individually create a map of their choosing (community, state, country, world) including a title, map key (legend), compass rose, and cardinal directions | | <ul style="list-style-type: none"> What is ____? Why is/are ____ important to include on your map? How would you create a map for ____? What would you include? How does a [map feature] help us use your map? What steps did you use as you were making your map? How did you use information from ____ to create your map? |
| <u>Stimulus Materials</u> | | |
| Maps, anchor charts, digital media, compasses, texts, virtual field trips, field trips, teacher-created rubrics | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.A.b |
|--|---|--|
| Theme | Reading and constructing maps | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Identify the properties and use of different types of maps for a variety of purposes. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to identify the properties (title and map key) and use of different types of maps for a variety of purposes. This could include, but is not limited to, school maps, community maps, state maps, country maps, and world maps. The types of maps could include, but are not limited to, geographical maps, agricultural maps, physical maps, or weather maps. | | <u>Item Format</u> Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Discuss different maps and their purposes and uses• Match maps with purposes and uses• Compare different maps to identify their purposes and uses | | <ul style="list-style-type: none">• Describe the map ____ and the purpose for why it was created.• Match the maps to the purposes.• Compare how the maps ____ and ____ are alike and different.• What is the [map property] and how does it help us understand the map? |
| <u>Stimulus Materials</u> | | |
| Compare/contrast (Venn diagram, double bubble, etc.), variety of different maps, anchor charts, digital media, informational texts, interactive activity | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.B.a |
|--|---|---|
| Theme Strand | Understanding the concept of location to make predictions and solve problems | |
| | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Name and locate the regions in your community. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 1</u> |
| The student will be able to locate regions (a place that has some unifying characteristic) in your community. This can include, but is not limited to, county, township, and significant historical landmarks. | | <u>Item Format</u> Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What is the meaning of [region, county, townships or other historical landmark]?• Using the map, locate and name the regions in our community. |
| <u>Stimulus Materials</u> | | |
| Field trips, virtual field trips, digital media, informational texts, maps, photographs | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.B.b |
|---|---|--|
| Theme | Understanding the concept of location to make predictions and solve problems | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Name and locate regions of the world. | |
| <u>Expectation Unwrapped</u> The student will be able to name and locate regions (a place that has some unifying characteristic) of the world. This can include, but is not limited to, hemispheres, oceans, and continents. | | <u>DOK Ceiling – 2</u> |
| | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral presentation, Oral assessment |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary: hemisphere, oceans, continentsRegions<ul style="list-style-type: none">Hemispheres: North and South, EquatorOceans: Pacific, Atlantic, Arctic, Indian, SouthernContinents: North America, South America, Asia, Europe, Africa, Australia, AntarcticaLabel different regions on a world mapConduct cooperative learning activity: I have, who has? Who am I? | | <u>Sample Stems</u> <ul style="list-style-type: none">What is the meaning of [hemisphere, ocean, and continents]?Use a map of the world, where would you label ____?Can you name ____? |
| | | |
| <u>Stimulus Materials</u> Maps, songs, digital media, mnemonic devices, cooperative learning cards, informational texts | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.C.a |
|--|---|---|
| Theme Strand | Understanding the concept of place Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Identify and describe physical characteristics of the world. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to identify and describe physical characteristics (what something looks like, such as landforms, water bodies, animal life, climate, soils, natural vegetation, etc.) of the world. This could include, but is not limited to, landforms (mountain, hill, island, peninsula, plains, plateau, etc.) and water bodies (lake, pond, swamp, stream, river, etc.) in the world. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Review vocabulary: physical characteristics, landforms (mountain, hill, island, peninsula, plains, plateau), water bodies (lake, pond, swamp, stream, river) • Match images/photographs with physical characteristics • Compare/contrast landforms • Compare/contrast water bodies | | <ul style="list-style-type: none"> • What is the meaning of [physical characteristics, landforms, water bodies]? • Match the physical characteristics with its name. • Can you distinguish between ____ and ____? • How would you compare and contrast ____ and ____? • How would you describe ____? |
| <u>Stimulus Materials</u> | | |
| Maps, images/photographs of landforms and water bodies, informational texts, anchor charts, graphic organizers, thinking maps, virtual field trips | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.C.b |
|--|---|---|
| Theme | Understanding the concept of place | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Identify and describe physical characteristics of the student’s region in Missouri. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to identify and describe physical characteristics (what something looks like) of his or her region (could include, but is not limited to, Northwest, Northeast, Central, Southwest, and Southeast) in Missouri. Physical characteristics could include, but are not limited to, what something looks like, such as landforms, water bodies, animal life, climate, soils, natural vegetation, etc. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What is the meaning of [physical characteristics, landforms, water bodies]?• What are the physical characteristics of our region?• Can you distinguish between ____ and ____?• How would you compare and contrast ____ and ____?• How would you describe [physical characteristics] of our region?• How do physical characteristics affect the people of our region? |
| <u>Stimulus Materials</u> Maps, informational texts, anchor charts, images/photographs, digital media, virtual field trips, presentations, teacher-created rubrics | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.C.c |
|--|---|---|
| Theme | Understanding the concept of place | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Describe human characteristics of the student’s region in Missouri. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to describe the people of his or her region (could include, but is not limited to, Northwest, Northeast, Central, Southwest, and Southeast) in Missouri. This could include, but is not limited to, languages, religions, economic activities, political systems, population distribution, and modifications to the environment. | | <u>Item Format</u> Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| Human characteristics are those features of a place that are a result of human activity. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Discuss human characteristics: population, population density, ethnic makeup of the people, people’s education, recreational activities, human made features (modifications to the environment, such as architecture, monuments, bridges, buildings, etc.), communication, language, religion, and forms of economic (how people make a living), social, and political organizations• Create a class anchor chart of human characteristics in their region in Missouri• Create a graphic organizer describing the human characteristics of their region in Missouri | | <ul style="list-style-type: none">• What is the meaning of [human characteristics]?• What are the human characteristics of our region?• How would you describe [human characteristics] of our region?• How do human characteristics affect our region? |
| <u>Stimulus Materials</u> | | |
| Guest speakers (chamber of commerce, county library, historians, etc.), anchor charts, informational texts, graphic organizers, census data, web quest, virtual field trips, field trips | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.E.a |
|---|---|---|
| Theme | Understanding relationships between and among places | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Describe different types of communication and transportation and identify their advantages and disadvantages. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to identify and describe different modes of communication (methods of how people express their ideas, thoughts, and feelings to someone else). | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| The student will be able to identify and describe different modes of transportation, including movement of products (goods) and people. | | |
| The student, when given a method of communication or transportation, will be able to identify the advantages and disadvantages. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• What are the different types of [communication/transportation]?• Given a method of communication or transportation, what are the advantages/disadvantages?• Would ____be a better way to communicate or transport them? Why?• How would you describe ____? |
| Content, can include, but is not limited to, the following: <ul style="list-style-type: none">• Identify modes of communication: email, phone, letter, text message, etc.• Identify modes of transportation: car, bus, boat, train, horse and buggy, walking, subway, plane, etc.• Match photographs of communication and transportation with their names• Discuss scenarios of types of communication and transportation in different settings• Create an anchor chart for the advantages and disadvantages of the different types of communication and transportation• View digital media of different types of communication and transportation | | |
| <u>Stimulus Materials</u> | | |
| Graphic organizers, anchor charts, informational texts, photographs, digital media, visual aids, scenarios | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.E.b |
|---|---|--|
| Theme | Understanding relationships between and among places | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Describe how transportation and communication systems have facilitated the movement of people, products, and ideas. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to participate in a discussion on how communication (methods of how people express their ideas, thoughts, and feelings to someone else) has moved people, products (goods), and ideas over time. | | <u>Item Format</u> Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| The student will be able to participate in a discussion on how transportation (movement of goods/products and people) has moved people, products (goods), and ideas over time. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> <ul style="list-style-type: none">• How did [communication/transportation] facilitate the movement of ____?• Using a timeline, how would you sequence ____ over time?• How has the change in [communication/transportation] facilitated the movement of [people, products, and goods]? |
| <u>Stimulus Materials</u> | | |
| Informational texts, digital media, timelines, photographs | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.F.a |
|--|---|--|
| Theme | Understanding relationships between and among regions | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Define the concept of regions as places which have unifying political, physical, or cultural characteristics. | |
| <u>Expectation Unwrapped</u> The student will be able to define a region (place that has unifying political, physical, or cultural characteristics such as urban, rural, recreational area, wheat-producing region, business district, etc. <ul style="list-style-type: none">Political characteristics: city, county, state boundariesPhysical characteristics: types of animal life, landforms, water bodies, climate, natural vegetation, soil type, etc.Cultural characteristics: religion, education, language, land use (farming vs. manufacturing), etc. | | <u>DOK Ceiling – 3</u> <u>Item Format</u> Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary: regionCreate a concept map of the different regionsCreate an anchor chart/graphic organizer of the physical, political, or cultural characteristics of the different regions | | <u>Sample Stems</u> <ul style="list-style-type: none">What is a region?What are the [political, physical, or cultural characteristics] of a region?Can you provide an example of [political, physical, or cultural characteristics]? |
| <u>Stimulus Materials</u> Maps, digital media, photographs, informational texts, graphic organizers, anchor charts | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.F.b |
|--|---|--|
| Theme | Understanding relationships between and among regions | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Identify examples of different regions in Missouri. | |
| <u>Expectation Unwrapped</u> The student will be able to identify regions (a place that has unifying political, physical or cultural characteristics) in Missouri. <ul style="list-style-type: none">Regions: urban, rural, recreational area, wheat-producing region, business district, etc.Political Characteristics (city, county, state boundaries)Physical Characteristics (types of animal life, landforms, water bodies, climate, natural vegetation, soil type, etc.)Cultural Characteristics (religion, education, language, land use (Farming vs. manufacturing), etc.) | | <u>DOK Ceiling – 3</u> <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to: <ul style="list-style-type: none">Use maps to identify the different regions in MissouriCooperative learning (research – gallery walk posters) | | <u>Sample Stems</u> <ul style="list-style-type: none">Give examples of the ____ region.Identify the ____ characteristics of the ____ region.Which is not a characteristic of the ____ region?What are the similarities/differences between the ____ and ____ regions? |
| <u>Stimulus Materials</u> Maps , books, digital media for region research, photographs, word wall | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.F.c |
|---|---|--|
| Theme | Understanding relationships between and among regions | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Describe why people of different groups settle more in one place or region than another. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to describe why people of different groups (religion, ethnicity, language, shared culture) settle more in one place or region (farming area, business district, ranch, etc.) than another. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Discuss the factors of why people move to certain regions (job availability, available resources, skill set, availability of medical services, religion, culture, etc.)• Interview groups of people about why they settled in that region | | <ul style="list-style-type: none">• Describe why [people of different groups] would settle in ____ region.• What are the factors that cause people to move from one region to another?• Why would you choose ____ region over other regions?• Can you provide an example of why people would settle in the ____ region?• What were the motives of ____ to move to the ____ region? |
| <u>Stimulus Materials</u> | | |
| Informational texts, digital media, anchor charts, census data, guest speakers, interview question bank, teacher-created rubrics, literature | | |

| Grade 2 Social Studies: Content Standard | | 2.EG.5.G.a |
|---|---|---|
| Theme | Understanding geography to interpret, explain and predict | |
| Strand | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | |
| MLS | Explain how geography affects the way people live today. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to explain how surroundings and climate affect the way people live today. This could include, but is not limited to, housing, food, water, recreational activities, buildings, transportation, and communication. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Identify geographical features that affect day-to-day life (rivers, mountains, deserts, oceans, volcanoes, etc.)Discuss why people choose to live in their location based on its geographical featuresCompare/contrast different geographical features and how they affect people’s daily livesMatch geographical features and the benefits of living near them | | <ul style="list-style-type: none">How does ____ affect the way people live today?What geographic features affect our daily lives?What geographic features would you find around where we live?Compare and contrast the geographic features ____and ____.Explain why you would live in the ____ region based on the geographic features. |
| <u>Stimulus Materials</u> | | |
| Maps, informational texts, digital media, photographs, anchor charts | | |

Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions

| Grade 2 Social Studies: Content Standard | | 2.RI.6.A.a |
|--|---|---|
| Theme | Cultural characteristics of all people | |
| Strand | Knowledge of relationships of the individual and groups to institutions and cultural traditions | |
| MLS | Compare the cultural characteristics of regions in the state. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to describe cultural characteristics (a way of life for a particular ethnic group) of the regions in the state. The regions may include, but are not limited to, Northwest, Northeast, Central, Southwest, and Southeast. This could include, but is not limited to, language, celebrations, customs, holidays, food, dress, traditions, artistic expressions, etc. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary: Region (place that has unifying political, physical or cultural characteristics), Culture (a way of life for particular ethnic groups)Compare/contrast different cultures that are presented within the classroomConduct cooperative learning activity: Groups could be assigned a region within the state and then present the cultural characteristics of that region. | | <ul style="list-style-type: none">What are the cultural characteristics of the region we live in?Compare and contrast the two different cultures ____ and ____.Which culture is similar to the culture of ____?Using the photographs, how can you compare the details from these two different cultures? |
| <u>Stimulus Materials</u> | | |
| Digital media, maps, informational texts, photographs, anchor charts, graphic organizers (double bubble thinking map, Venn diagram, etc.) | | |

| Grade 2 Social Studies: Content Standard | | 2.RI.6.B.a |
|--|--|--|
| Theme | Methods of resolving conflicts | |
| Strand | Knowledge of relationships of the individual and groups to institutions and cultural traditions | |
| MLS | Demonstrate a peaceful resolution to a dispute. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to show a peaceful way to work through a disagreement. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Content may include, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Discuss peaceful disputes from the past <ul style="list-style-type: none"> ○ Martin Luther King Jr., Rosa Parks, Abraham Lincoln • Model peaceful and non-peaceful (teacher-model only) resolutions • Integrate character education expectations that are set in your classroom and relate them to a dispute • Create a peaceful way to work through a disagreement (comics, Readers Theater, stories, etc.) • Participate in mock debates | | <p>Describe how _____ peacefully solved a dispute.</p> <ul style="list-style-type: none"> • What is a dispute? • What does peaceful resolution mean? Can you give an example when this happened? • Give an example of a dispute that was a part of American history. What steps were used to solve the dispute? • What was the problem that caused the conflict? • What suggestions would you give to help solve the dispute? • After finishing the text ask, • Do you agree or disagree with how the dispute was solved? Explain. • What suggestions would you give to solve the dispute? • Describe a way to solve a dispute that you were involved in. • Using a stimulus, describe how did _____ resolve a disagreement. • How would you model a way to solve a disagreement in our classroom or at home? |
| <u>Stimulus Materials</u> | | |
| Role-playing scenarios, digital media, social stories, scenarios, examples of peaceful disputes, anchor charts, readers theater, teacher-created rubrics, texts, reflection/think sheets | | |

| Grade 2 Social Studies: Content Standard | | 2.RI.6.C.a |
|--|--|--|
| Theme Strand MLS | Ideas and beliefs of different cultures | |
| | Knowledge of relationships of the individual and groups to institutions and cultural traditions | |
| | Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales. | |
| | | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 2</u> |
| The student will be able to get a greater understanding of stories and songs that help to understand the way of life from peoples of various regions in the United States. This could include, but is not limited to, songs, folktale figures, Native American legends, and African American folktales. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Research, as a class, oral traditions, folktales, and legends, to show how they have been passed down from generation to generation• Read and discuss various folktales, legends, and songs that represent various groups (listed above)<ul style="list-style-type: none">○ Native American legends: The Paintbrush, The Legend of the Blue Bonnet, etc.○ African American folktales: The Drinking Gourd, Anansi the Spider, etc.○ Folktale figures: Johnny Appleseed, Paul Bunyan, Pecos Bill, John Henry, etc. | | <ul style="list-style-type: none">• After reading ____, what did you learn about the traditions of ____?• After listening to ____, what did you learn about the traditions of ____?• What details from ____ help you understand more about ____? |
| <u>Stimulus Materials</u> | | |
| Digital media, literature, music, folktales, legends, informational texts, virtual field trips, guest speakers (historians, storytellers, etc.) | | |

| Grade 2 Social Studies: Content Standard | | 2.RI.6.D.a |
|---|---|--|
| Theme | Cultural heritage and preservation | |
| Strand | Knowledge of relationships of the individual and groups to institutions and cultural traditions | |
| MLS | Describe how regions commemorate cultural heritage. | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling – 3</u> |
| The student will be able to describe how regions honor and celebrate cultural heritage. Cultural heritage can include, but is not limited to, customs (rites, rituals), religion, lifestyles, shared system of values, beliefs, morals, and social norms (patterns of behaviors), which can include dress and diet. | | <u>Item Format</u> Technology Enhanced, Multiple Choice, Short Answer, Writing Prompt/Oral Presentation, Oral Assessment, Observation Checklist |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Content may include, but is not limited to, the following: <ul style="list-style-type: none">Review vocabulary: commemorate (to honor or celebrate), cultural heritage (an expression of the ways of living developed by a community and passed on from generation to generation)Use teacher-modeled examples of how certain cultures celebrate their heritage (Kwanzaa, Amish, festivals, parades, memorials, ceremonies, marches, etc.)Identify and describe how your local region commemorates cultural heritage | | <ul style="list-style-type: none">Describe how ____ celebrates their heritage.What does commemorate mean?What does cultural heritage mean? Give examples.Sort the celebrations to the culture.How are different cultures celebrated in our region?Describe how different cultures celebrate their heritage in our region. |
| <u>Stimulus Materials</u> | | |
| Field trips, virtual field trips, informational texts, guest speakers, photographs, primary/secondary sources (newspaper articles, historical documents) | | |